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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on educational services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the educational services job families (education, libraries, and museums), the functions and duties in each, worker qualifications and career ladders, employment qualifications, and job opportunities. Suggested activities include a field trip and observation visits. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 669. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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CE 013670

ED145279

Educational Services

A Major Occupational Group in the Public Service Cluster

TEACHERS MANUAL

- Introduction to Job Families
- Functions and Duties
- Worker Qualifications and Career Ladders
- Employment Opportunities

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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In addition, the following people and organizations directly contributed to the development of these materials.

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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the ' Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, has been invaluable.

Daniel L. Cowart

Project Coordinator and Operations Director

OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

EDUCATIONAL SERVICES

Job Families

The job families of Educational Services encompass a multitude of jobs. This introduction is in no way a complete listing. Rather it serves as an introduction to the major job families of education, libraries, and museums. Although the majority of jobs are in education, the students should be made aware of the fact that as the birth rate declines jobs in teaching are becoming increasingly scarce. This is particularly true in the larger metropolitan areas and in the more common teaching fields. Rural areas and specialized teaching fields will continue to have needs for trained professional educators as well as paraprofessionals.

EDUCATIONAL SERVICES

Introduction to Job Families

This packet of information has been prepared to help you know more about the major occupational group, Educational Services. Generally, jobs are related to the development of an individual's abilities and interests, whether in schools, libraries or museums. Educational Services have the responsibility in many ways to make sure that all people have the chance to have the skills and information (knowledge) essential to making our democratic system of government work. The culminating activity serves as your summary exercise for all the sections in this packet.

WHERE AM I GOING?

By the time I finish this basic introduction, I will be able to identify three job families in Educational Services and indicate the kind of work done within each family. I will be able to explain general objectives of education and how education is organized in the United States. I will be able to name some different types of libraries.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Read the material provided on the following pages.	I will take the Self Check Activity.
2. Prepare a one-act script	I will prepare a script, monologue or dialogue (like Welcome Back Kotter) and performing or producing the roles typically imagined as part of education.
3. Complete an introduction to Education.	I will complete the 3 introductory activities.

INTRODUCTION TO JOB FAMILIES

Welcome to educational services. You have selected a very rewarding area of human effort to investigate. It is rewarding (as are most jobs in public service) because it provides the opportunity to see people benefit from what you do. Whether it is teaching a little child to tie shoes or discussing a term paper with a college student, the feeling is the same. Educational Services are occupations which allow you to do something to help people do for themselves.

Educational Services is one of the major occupational groups in the Public Service Cluster. There are estimates of as many as four to five million people holding jobs as professionals or as para-professionals. Many other individuals work or teach part-time. The three job families that are included in this occupational group are education, libraries, and museums.

Teaching is the largest of the professions with about three million full-time men and women working as teachers in elementary schools, middle or junior high schools, high schools, technical schools, colleges and universities. Believe it or not, it doed not include those scientists, physicians, accountants, and others who teach part-time. There are also many skilled workers and craftsmen who instruct part-time in vocational schools who are not included in the four million figure.

More and more people are turning to education because it is a rewarding experience. As more people enter the field, the availability of positions in teaching has decreased. Competition for jobs has become increasingly intense in education and you should realize that you will need to have a good academic record in order to be assured of a career in this field.

The Job Families

As you have probably already figured out the EDUCATIONAL SERVICES GROUP tries to give everybody a chance to reach his or her full potential—help them be a better citizen with the knowledge and skill necessary to keep our way of life going. Each of the families helps the person acquire new skills or knowledge and continue his or her growth and development.

However, if you think the jobs in educational services are only teaching positions you are wrong. A person working in education might work in a school as a teacher or he or she might be a librarian, superintendent, a principal, a museum curator, an aide, a researcher, or one of many different positions. These jobs and how you get one will be discussed in this MOG.

Education. The teaching area of education is the largest and is divided into public and private education. Since we are discussing public service positions, the private institution will not be discussed. Every state but one in the U. S. has a compulsory school attendance law which means everybody must go to school until a certain age. Therefore, every state, county and town is involved in the teaching family of Educational Services.

Public education is divided into four levels or groups: pre-elementary, elementary, secondary, and higher education. Most of you reading this have already been a part of at least two of these groups and maybe even three.

You probably remember or know somebody who was a part of pre-elementary education. Did you go to kindergarten? How about nursery school? Your nursery school tried to help you develop social, moral, emotional, and psychological maturity. The kindergarten wanted you to be ready for the first grade and continue with the progress made in nursery school.

Elementary school was next. Here you were in the first to fifth grade. (In some areas elementary school goes up to the eighth grade.) It was here you learned the basics needed to go on to junior high or to high school.

Junior high and high school are other names for secondary schools. You might be getting ready to go into a trade, or you might be taking courses so you can go to college. In each case the secondary schools are trying to meet your needs.

Teaching does not end after high school. Vocational schools, junior colleges, adult and continuing education, community colleges, universities and colleges are all members of the higher education group. You might be in one of these at some time.

Federal, state and local involvement in the public education system is usually described according to the role each plays. At the federal level there is an agency known as the Office of Education that has the responsibility to gather and analyze statistics and facts about many kinds of educational activities. The Office of Education also distributes and administers monies for educational grants, gives advice on organizing and administering schools and school programs, and improving ways of teaching. There are jobs both in Washington, D. C. and around the country related to the federal involvement in education. For example: The Federal Office of Education for the eight Southeastern States is located in Atlanta.

The United States Constitution leaves the main responsibility of education to the States. There is usually a State Board of Education (Georgia's is composed of ten people appointed by the governor.) which makes the policies for the state. The superintendent

of the state's schools is the top paid leader for the schools in a state. He is the head of the state department of education or instruction, which includes staff to serve and provide leadership and assistance.

Local agencies are often the county form of local government. A local board of education supports and controls education. Policies and directions for operation of the local school system are made, budgets or funds for operation are agreed on, and tax rates are set to support the schools. The local school district (system) board supervises the superintendent and others on the staff. Jobs at this level include superintendent, assistant superintendents, supervisors, principals, teachers, counselors, librarians, psychologists, aides, custodians, bus drivers, coaches, secretaries and so forth. The local district has the direct responsibility to implement the educational programs. Local property taxes pay more than half the cost of operating schools.

Libraries. The main purpose of libraries is to have collections of material available to the public in a way that makes their selection as enjoyable as possible. The staff involved in these jobs assist people in understanding where certain books are located and help them find and utilize the materials. Library personnel are responsible for selecting materials that will be of interest to the people in their community. These items will be different depending on where you live. Once a book or piece of material is selected it must be processed, classified, catalogued, displayed, and made available to the people. These duties are all performed by individuals in the library and museum family.

There are many different kinds of libraries. You are familiar with the public library and your school library. There are also county libraries, college and university libraries that are more for people involved in research, and special libraries that often provide supplementary materials on specialized areas.

1. **Public Libraries,** offer fiction, non-fiction and reference books. They are open to residents of a community, and are supported by public funds. They also offer such additional resource materials as newspapers, magazines, records, art prints, and films.
    a. **County Libraries** are usually referred to as branch libraries for the community.
    b. **State Libraries,** which are maintained by state funds and contain specialized selections of materials made by staff members.

22

23

2. **School Libraries,** which provide instructional, general, and cultural reading material for the schools. These are established and financed by the school district and are available primarily for the use of students and faculty.
3. **College Libraries** keep instructional and research material, and books for faculty and students.
4. **Special Libraries** provide material for special organizations, such as trade groups or professional groups.
5. **Library of Congress** is a Federal library located in Washington D. C. It contains a copy of nearly all legitimately published books, newspapers, magazines, etc. It houses a large microfilm resource for research and other specialized use.

Museums. The third job family is Museums. It is the smallest of the Educational Service job families and offers the fewest jobs for the beginner. Museum work is quite similar to libraries. The major difference is the materials each uses. Libraries know about books and printed materials. Museums are concerned with such things as works of art, furniture, stamps, guns, cars or anything else of concern and interest to a special group.

Most libraries and museums are open to the public to provide the service of cultural enrichment and entertainment. Public museums attempt to have collections that will interest a majority of the people, however, specialized museums will collect one particular artist, the furniture of one century, or any other special collection.

Activity 1

Do not write on this form.

Objective: I will check my understanding of the reading.

Materials: This self check.

ACTIVITY

This set of questions will assist you in understanding the terms used in this section.

Self Check

Match the terms in Column A with the appropriate definitions or examples in Column. Use all answers one time each.

1. museums	a. Collection of rare autos
2. elementary and secondary	b. This job family contains the largest of all professions.
3. carpenter and electricians	c. Contains law books
4. librarians	d. Not included in this major occupational group
5. pre-elementary schools	e. These people can find you a microfilm
6. community library	f. Two subdivisions of the job family of teaching
7. special library	g. These persons work at their specialities but might teach part time
8. special museum	h. Contains books and magazines of general interest
9. teaching	i. This job family offers the fewest entry level positions
10. libraries and museums	j. Sources of information for personal development, education and entertainment
11. employment counseling	k. More involved with social development than with academic specialization and knowledge

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

26

27

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 6	
Materials You will need to have copies of this self-check available for student use. The answer sheet should be on file for student use.	**Purpose** The self-check is designed to check on the student knowledge of some basic terms contained in the reading.
Guidance This is a simple matching exercise which requires little or no explanation.	**Modifications or Extensions**

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 7

Materials

The only materials required for this activity are paper and pencils. You might want to have on hand some paper-back books of the "Welcome Back Kotter" show. These are available through such publishers as Arrow and Scholastic Books. (See also Welcome Back Kotter by William Johnson, Tempo Books, Grossett and Dunlap, 1976, $1.25)

Purpose

Students will use the play writing format as a vehicle through which they can express some things about schools and classroom experiences.

Guidance

This activity, while appealing to most students, can be somewhat difficult. It requires a rather high level of ability in creative writing as well as a knowledge of the play form. You will need to work with students as they begin this activity. You may want to locate some short, light, one-act plays in the school library and read through them with the students. The importance of this activity lies in its ability to provide students with a means through which they express some ideas and feelings about education. It should not be graded as an English composition but basic standards of neatness, grammar, and punctuation should apply. You will probably want to establish a brief list of minimal criteria.

Modifications or Extensions

1. Allow students to work in groups of two or three in order to prepare a script.

2. Use a situation from the Welcome Back, Kotter Book to write a one-act play.

Activity 2 **Do not write on this form.**

Objective: I will identify highlights of interpersonal activity in education.

Materials: Imagination, effort, pen and paper.

ACTIVITY
Prepare a script or write a one-act play that, like, "Welcome Back Kotter", will illustrate at least one more-truth-than-fiction episode in the life of any educational services job. It does not have to be humorous but should be at least five minutes of prepared staging when complete (a maximum of fiteen minutes). You might think about some things which have happened in your own classes. **How will I know I've done it correctly? . . . I will show my teacher my script. I might perform my play for the class.**

Activity 3 **Do not write on this form.**

Objective: I will become familiar with education related attitudes and ideas by reading and listening to certain selections.

Materials: The listed resources.

ACTIVITY

Here is a list of three preliminary or explanatory suggestions to introduce you to the MOG Educational Services. You do not have to complete them in the order they are listed, but you are expected to do them all.

1. Select, read and prepare a short review of a book in the field of Educational Services. There are a number available in the APPS Office:

   The Water is Wide by Conroy
   The Empty Spoon by Decker
   Up the Down Staircase by Kaufman
   The Classrooms of Miss Ellen Frankfort: Confession of a Private School Teacher by Frankfort
   To Sir With Love by Braithwaite

   However, if none are available, in the office, check with the Librarian about other possible choices.

2. Listen to the cassette tape of "Close Up of a Teacher" for the attitudes and qualities that make that person a good teacher. Make a list of these and compare the qualities for the teacher on the cassette with your four highest scores on the Values Appraisal Scale which you completed in "Decision Making". A small chart or table would be helpful.

3. Develop a list of local colleges or universities which grant degrees in education. Using a copy of A Comparative Guide to American Colleges look up the requirements for entrance to at least two of the colleges. Make a chart or table to compare the entrance requirements with the courses you have completed at North Gwinnett. In the last column, list those subjects you must take to get in that college. (See sample)

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 8

Materials

It is very helpful if you are able to have copies of the books listed in the Activity available in your classroom. Copies of the cassette tape and tape-players should be easily accessible. Students will also need to have copies of the form on page 9.

Purpose

This activity is designed to introduce the student to a number of the attitudes and ideas about teaching. It also introduces students to the amount of education required if they are contemplating a career in education.

Guidance

This is a rather lengthy activity, however, the reading and book reporting can be done at home or over the period of time spent in the MOG. Do not require students to finish reading and reporting before they continue in the MOG or you might never finish. Students may wish to read other books similar to those suggested. They should, of course, be allowed to do so.

The cassette tape probably will require two or three listenings to write down the qualities. The importance lies in examining some qualities and attitudes of teaching. You might need to assist some of the students in constructing a table or chart.

Modifications or Extensions

1. Omit the reading for students with visual and/or reading disabilities. Look into the possibility of obtaining talking books. Consult the librarian for the source.

2. After all students have listened to the tape and have listed some attitudes and qualities engage in a group discussion of their findings. Be sure to refer back to the Value's Appraisal scale in decision making.

College 1	College 2	SAT Scores Needed	Education Areas Offered	High School Subjects which might be helpful

How will I know I've done it correctly? . . . I will turn in my book review, list of qualities and colleges investigation to my teacher.

EDUCATIONAL SERVICES

Functions and Duties

The intent of this section of reading is to give the student a basic understanding of what workers in educational services do in their daily jobs. This is an important area of understanding since any job, regardless of requirements, benefits, or title is impossible to describe accurately without going into what actually is done day after day. Jobs in this MOG are not single function and the duties often require after-hours time. These are important considerations for students contemplating careers in this area.

EDUCATIONAL SERVICES

Functions and Duties

Workers in jobs that are part of Educational Services are active in a variety of assignments, that vary according to the job family and the level of education. Teaching includes workers at the pre-elementary school level, elementary school level and secondary school level. Para-professionals in all three job families function largely in clerical, instructional assistance, and house-keeping duties.

WHERE AM I GOING?

I will be able to identify the types of work (functions) performed by workers in each job family in the Educational Services MOG. Job activities of both professionals and para-professionals will be included in the information and activities. I should be able to compare the different duties of workers in educational services.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Read the section in this packet on functions and duties.	I will complete the set of self-check questions.
2. Observe a worker	I will plan and complete a Shadow Study.
3. Write letters requesting information.	I will use the information to complete this MOG.
4. Read Vocational Biographies	I will answer a set of questions on the Biographies.
5. View filmstrips on Careers in this MOG.	I will answer a set of questions on the filmstrips.

FUNCTIONS AND DUTIES

The local hamburger stand has the manager and the counter help. The corner gas station has the owner and the general help. The downtown department store has the manager and the clerks. The areas in education are the same as other businesses when it comes to jobs and job responsibility. Somebody is responsible for the overall success of the business. In the case of the schools, it is the superintendent; in the library, it is the head librarian; in the museum,it is the director or curator of the museum. Working for these people are different individuals with different interests and different qualifications. Their jobs and job requirements will be discussed here.

Workers in Education. General roles for pre-elementary (such as kindergarten), elementary and secondary schools may be helpful as you examine the functions and duties of workers. Pre-elementary schools help teach children to be away from home. They try to create an interest in school in hopes of helping children desire to learn. This is done usually through art, stories, music, and play. In these groups, as well as in the elementary school, the teacher usually stays with the same group of children all day. These teachers or workers must be aware of all the children's needs including academic, play, social, and medical. A good overall academic background and experience in working with young children are helpful.

Elementary schools are usually the child's first look at academic subjects such as reading, writing, arithmetic, and spelling. One teacher often teaches the same group of children all day and must be able to teach all subjects. In some schools specialized teachers in physical education, art, and music will help part of the time.

In most secondary schools many subjects are offered. The student moves from one room to another and the teacher is usually well informed in his particular subject area. Each teacher teaches several different classes, makes teaching plans and does other related tasks.

You can see that different requirements are needed to teach at the different levels. In the early grades most teachers deal with the same group of children all day and must meet the needs of these students in all areas including academic teaching, play

times, and social experiences. In the higher grades the teacher can usually be a specialist in one particular area. Your history teacher probably teaches only history and your math teacher probably teaches only math and science. At the college level teaching is more specialized and advanced degrees, such as a master's degree or Ph.D. are required.

As you have gone through school you may have worked with a teacher's aide or instructional aide. These people are also a part of Educational Services. They are called pre-professionals or "para-professionals". They help the teacher in non-teaching duties. They are very important because they free the teacher to concentrate more on the job of teaching. These aides might help the teacher in preparing and cleaning up the room, obtaining supplies, setting up labs, passing out supplies, and arranging seating. These duties are called "housekeeping duties". They might help in "clerical duties" such as taking attendance, keeping roll books and health records, assisting in the school office, filing and sorting, or a variety of other clerical duties. They often help in "instructional assistance" which usually takes place after the teacher has introduced a lesson. The aide might perform individual tutoring, help plan and supervise study halls, take charge of one section of the class to allow the teacher to work with a small group, provide assistance in art, music and physical education, work with students who have been absent, counsel students, talk with parents, and many more jobs. As you can see, a job as an instructional aide can be a very rewarding and fulfilling career.

Workers in Libraries and Museums. Although a college degree is usually required for positions in museums and libraries, many pre-professional positions are becoming available. These pre-professional jobs require less training than do the professional jobs. These positions do not come with the responsibility of professional positions, but they do offer people interested in library and museum work the chance to work in the field.

The duties of the professional will vary with the size and type of library or museum you work in. Duties usually include providing information to those using the facilities. You might assist readers in locating materials. You could work in classifying and cataloging materials, publicizing services, researching the interests of the people served, and providing research and reference services to various groups. In addition, you might be called upon to prepare bibliographies or review and abstract materials.

Remember, there are some jobs available in the museum and library area that do not require college degrees; however, in order to advance in this field it will be necessary to obtain these degrees. This is a very interesting area in which to work and offers the employee an opportunity to learn about a number of different subjects.

Para-professionals (usually referred to as aides or para-professionals in the schools) do their jobs under the direction and supervision of professionals. As a para-professional you may be responsible for checking out materials, shelving those returned, maintaining files of articles, arranging displays and some cataloging of materials. You may also have responsibility for audio-visual equipment, instructional aids, such as reading devices, and training for some clerical and pre-professional staff.

The duties and functions that workers will have will be set by the management and staff of each school, library or museum. Sometimes you will be assigned work with one other person. At other times you may work with a number of different staff. Regardless, the work hours are usually in the day in a fairly pleasant environment.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 15	
Materials This self-check activity.	**Purpose** This is a self-check activity. Its purpose is to check on the student's basic recall of some of the reading. Provide the students with a mimeographed copy which contains this self-check. Students do not write in the booklet.
Guidance The student answer sheets for this self-check is kept in a separate file. The student should be directed to this file when he completes the self-check. In addition to checking the answers from the file the teacher may organize students into a small group for sharing and comparing answers in Educational Services.	**Modifications or Extensions** The teacher may, if desired, add to this self-check. For students who may have a specific learning disability or a visual impairment, this self-check may be completed orally. It may also be recorded, leaving time for responses, and checked later by the student listening to a correct recording.

Objective: I will check my understanding of the reading by taking the self check.

Materials: This self check.

Part I — Short Answer Questions

1. Readiness for academic studies is provided in the _____ level of education where emphasis is on creating interest in learning.
2. A master's degree or Ph.D. is usually required for those who teach at the _____ level of education.
3. Teachers who specialize in one subject area are usually found at the _____ level of education.
4. Professionals in education, libraries, and museums can devote more of their time to their area of specialization because some of their support tasks are performed by people with less training; these helpers are known as _____ .
5. A person who would like to work in one of the job families in Educational Services but who does not wish to go to college can enter at the _____ level and perform valuable support services.
6. A hard working high school graduate can become head librarian without going to college. True or False? _____
7. A teacher's aide can become a professional teacher without going to college. True or False? _____
8. Teachers at this level work with the same group of students all day. _____
9. _____ and _____ are two examples of "housekeeping duties" which might be performed by a teachers aide.
10. "Clerical duties" in a library might include _____ and _____.

___ 11. With assistance from the teacher, a teacher's aide might do which of the following:

a. supervise a study hall or lunchroom
b. take charge of one section of the class while the teacher works with a smaller group
c. work with students who have been absent
d. help supervise a field trip
e. all of the above
f. none of the above
g. all but d

12. Who would be most likely to perform the following tasks?

    (1) professional (2) aide

    (enter 1 or 2)

    a. select paintings for a museum _____

    b. help a person checkout a book on loan from a library _____

    c. teach reading _____

    d. clean erasers _____

    e. not have a college degree _____

    f. file library cards _____

    g. put away art supplies _____

Part II – Summary Questions

1. Name at least three types of duties performed by entry level workers in Educational Services jobs. Give two or more examples of each type duty.

2. Name the three job families generally identified in Educational Services. Describe the major activity or work of each family.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 17	
Materials You should have copies of the shadowing form for each student. It is suggested that as you plan for this activity you keep a list of persons who have agreed to be shadowed and keep track of how often you assign students.	**Purpose** This shadowing activity is a means by which students can observe worker functions and duties as well as work environment.
Guidance You will need to prepare for this activity well in advance of student participation. It will be most helpful to arrange for a number (10-12) of shadowing sites early in the year. Try to avoid over-burdening individuals with more than one shadowing request per quarter (this is a maximum). Only students who have demonstrated a capacity for self-direction, responsibility and task follow through should be assigned. You will need to prepare shadowing students by reviewing with them standards of conduct and activity purpose.	**Modifications or Extensions** Only students who have demonstrated a high degree of responsibility and maturity should be allowed to participate in this activity. Conduct small group discussions led by students who shadowed workers so that students who did not participate directly can learn from those who did.

Do not write on this form.

Objective: I will identify functions and duties of workers.

Materials: This MOG.

ACTIVITY

Shadowing means that you will select a person to follow, and watch as if you were that persons shadow, while he or she goes about a normal day's work. Spend a period, a half day or a day – after you arrange with your instructor for necessary permission – following at least one person in teaching, libraries, or museums. Do not interfere with the person's operation of their work schedules; be as inconspicious as possible.

Observe the person to see if you can identify the functions and duties of their job. The following suggestions may help you organize your observations.

1. Name and describe work activities that seem important to the job.
2. What skills appear necessary in the job observed? Can they be developed?
3. List problems that happen in the job situation you are observing.
4. How were most problems solved? Were they new problem solutions?
5. Describe a typical day for one person.
6. Prepare a summary of your observations. One sample is shown below.

Job Family Observed	Skills	Problems	Work Activities
1. _____			
2. _____			
3. _____			

Sample Summary Chart

How will I know I've done it correctly? . . . I will turn in my completed shadowing form to my teacher for review.

Activity 3

Objective: I will add to my resources in this MOG by writing letters requesting information.

Materials: Paper, pen, envelope, Vocational Biographies, list of local agencies, and letter writing form (obtain from your teacher).

ACTIVITY

In order to complete this activity you will need to do the following things:

1. Go to the resource table and locate the list of local agencies.
2. From that list select an agency to write for information about this MOG.
3. From the back of the 2 Vocational Biographies you read, select 2 agencies to write for information on this MOG.
4. Following the form in your workbook, write a letter to each agency requesting information on this MOG.
5. When you receive the information from the agencies, place it in a folder and keep it with your MOG packet. You will be using this information to answer questions and to prepare displays.

How Will I Know I've Done it correctly? . . . I will complete a letter and have my teacher check it for accuracy. I will file the information which I receive and use it in other activities.

60

61

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 18

Materials

In preparing for this activity you will need a good supply of plain white paper and envelopes. You will also need to be certain that you have a supply of the forms for letter-writing for your students.

Purpose

This activity is designed with several goals in mind. The obvious one stated in the objective is to provide information through resources for the student. This is the direct and most obvious benefit. There are other benefits which the teacher should consider when working with student. Letter writing provides direct experience in contacting agencies to obtain information. It is a useful tool which should be encouraged. It provides the teacher with an excellent opportunity to get feed-back as to the quality of written communications necessary in the work world and office world. It is for this reason that the teacher should carefully monitor the quality of outgoing letters.

Guidance

In completing this activity, the teacher should individually or as a group counsel student on the necessity of completing the letters correctly and neatly. It is a painstaking process, but no letter should be allowed to be mailed which is not correct in grammar, spelling and punctuation. Although it is a subjective judgement, the teacher should try to make an assessment of legibility.

In having a large number of students periodically write letters, it is imperative that a large variety of addresses and agencies should be maintained. As much as possible, the teacher should encourage students to contact a wide variety of agencies.

Modifications or Extensions

1. Disadvantaged and Handicapped students may find it difficult or impossible to complete this assignment as it is presently designed. In order to provide effective practice in communicating by letter, the student can have his or her letter taped, a friend can write it and the student can proof it prior to mailing.

2. A teacher may elect to delete this activity if a complete file of resource material has been obtained from available agencies.

3. A teacher may elect to conduct this activity as a mock letter writing activity.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 19

Materials

The Vocational Biographies which relate to this MOG should be placed together in a folder, file or other organizing system so that the student can readily select two biographies to read. A simple filing system consists of color coded accordian files in which the biographies are kept. The students do not write in the MOG. They should be directed to use a separate sheet of paper for their work.

Purpose

Vocational biographies serve three basic purposes. The first is to provide students with additional information relating to the MOG. The questions to be answered for each biography highlight some areas of concern about any job. Secondly, as students read Vocational Biographies, it is hoped that they will develop a personal feeling for the job and person described. This is an attempt to address the area of attitudes and lifestyles surrounding jobs. Thirdly, Vocational Biographies are an additional source of resource material useful in the completion of subsequent activities.

Guidance

Students should be directed to complete at least two biographies. If a student wishes, additional biographies may be read. This is an independent activity. The student is reading for his own information and hopefully with some enjoyment. This should not become a "reading" lesson.

Modifications or Extensions

1. The Vocational Biographies and questions can be recorded on tape for students with reading and/or vision problems.
2. Assign a buddy (peer-tutoring) reader to work with students experiencing difficulty.
3. Creative students may wish to write their own Vocational Biography complete with tape illustrations, photographs, slides or other illustrative materials.

Do not write on this form.

Activity 4

Objective: I will become familiar with some basic things about Educational Services through reading about the lives of some actual workers.

Materials: Vocational Biographies on Resource Table.

ACTIVITY

This activity will help you to better understand some of the things you will read in the packets.

1. Go to the resource table and select the Vocational Biographies for this MOG.
2. Read at least 2 of the biographies.
3. Answer the questions on the form provided. Answer a separate set of questions for each biography read. You should have at least two sets of questions.

   NOTE: The Vocational Biographies are kept in folders on the resource table. Each folder contains all the biographies for a particular MOG.

Biography Questions

1. Job Title _____
2. What kind of education is required for this job?
   _____ high school _____ technical school _____ 2 years College
   _____ 4 years college _____ advanced degree _____ other (write in)
3. Is this a job which often requires after hours or overtime work? ___ yes ___no ___can't tell from biography
4. Persons with this job title _____ work alone, _____ work outdoors, _____ work in groups, _____ work indoors, _____ travel, _____ direct the activity of other workers, _____ use tools
5. Would you like to have this job? ___ yes ___ no
   (Write 6 sentences for each)
   Why _____
   Why not _____

How Do I Know I've Done it Correctly? . . . I will have my teacher check my answers.

Activity 5

Do not write on this form.

Objective: I will view an introductory program in order to gain an orientation to the MOG.

Materials: Film on Careers in this MOG, Audio vance viewer.

ACTIVITY

This activity is designed to help you learn some basic things about careers in this MOG.

1. Go the the resource table and select film/cassette set or sets which goes with this MOG.
2. After you have prepared the Auto-Vance for Viewing, read the Introduction to the Film/Cassette program which will be found in the inside pocket of each package.
3. View the Film/Cassette program.
4. Answer the questions for each Film/Cassette program. These questions are included in your workbook.
5. You may view the program as many times as you wish in order to answer the questions.

How will I know I've done it correctly? . . . Take your completed answers to your teacher for review.

68

69

SUGGESTIONS FOR THE TEACHER

Activity 5 - p. 20

Materials

1. Pathescope film Careers in Education.
2. Sound filmstrip viewer.
3. Copy of review questions must be on file for the student.

Purpose

The purpose is to have the student view available information in Educational Services. This particular film was selected for its complete coverage of the area.

Guidance

Students readily view filmstrips in this particular series and they are generally well received. At times, however, the written question section is not as welcome. The students should be provided with immediate feed-back concerning their answers. Grading and returning the paper is a very simple procedure and should be augmented by some type of follow-up activity. (see modifications and extensions).

Modifications or Extensions

1. The teacher can have the questions taped for D. & H. students (or simply as a change of pace). Students may also tape their answers.
2. Where possible the teacher should allow students to develop answers to questions in a group. At times the teacher should forego entirely written or individual responses and elicit answers from a group discussion.

EDUCATIONAL SERVICES

Worker Qualifications and Career Ladders

There are a number of entry-level and pre-professional jobs available in educational services. There are also some clearly defined ladder steps through which one advances in a career path. These are important considerations for students as they make tentative decisions about further education or entry-level positions. Again, it is important here to remind students of the increasing scarcity of jobs in educational services. The growth areas appear now to be in early childhood education, special education, media utilization including computers, and adult education especially as it relates to retraining for critical job needs.

EDUCATIONAL SERVICES

Worker Qualifications and Career Ladders

Career ladders, lattices,and hierarchies are all terms to let you know what jobs are at beginning levels and the steps that are usually necessary to gain a higher level of responsibility and pay. They show the various steps to the top. Worker qualifications simply refer to what you must do to be eligible for employment on a certain job. A major part of selecting a job is knowing the likelihood of advancement or the chances for promotion. These are often related to qualifications such as age, education and previous experience.

WHERE AM I GOING?

It is quite helpful to be able to evaluate your own qualifications for entering a field of work and to recognize the opportunities for advancement. You should, also, be able to identify pre-professional entry level jobs in the education, library and museum job families to be sure you qualify.

HOW WILL I GET THERE?	HOW WILL I KNOW . . . BY
1. Read selections identified in outside resources and study the material in this section.	I will complete the self check.
2. Discuss possible interests with other teachers, library persons, and adults who work in the three job families you are investigating.	I will complete the study activities that include practice on key concepts or ideas.
3. Research information in this MOG.	I will prepare or use job cards.

WORKER QUALIFICATIONS AND CAREER LADDERS

If you have ever been job hunting you may have been told you can't have the job because you are too young. There's a good chance you've been told you have to have a high school diploma. In either case there are qualifications the employer has put on the job and in most cases he or she won't bend a bit. Because of the high number of applications for many positions in the government, officials have tried to develop a fair way to pick who will get the job. In many cases the way this is done is through an entrance exam. One other way is the amount of formal education a person has (diplomas, degrees, and certificates).

For example, in order to be a teacher you must have a college degree. You may have been a babysitter for ten years, eight hours a day, but this is not sufficient. You might know how to handle children, but not be familiar with teaching techniques or the preparation of educational materials.

Many people argue that certain requirements are not fair and this argument might be true, however, this is not the point. You must keep in mind that there are requirements and if you are interested in filling one of the jobs you will have to meet the requirements.

Qualifications. Each of the three families in EDUCATIONAL SERVICES has a worker that we will call the "professional" in the field. There is the teacher who is required to have a college degree and who often has a masters degree and, in some cases a Ph.D. in library work, the professional librarian must have a master's degree from a college or university library school. In museum work, the curator usually has at least a master's degree and, in many cases a Ph.D.

There are many people who work above and below the teacher. The easiest way to see what positions are available and the requirements needed to be in one of these jobs is to study figure 1.

EDUCATION

	Minimum	Preferred
Superintendent	Masters degree	Ph.D.
Principal	Masters degree	more graduate school or Ph.D.
Teacher	College degree	Masters degree
Teacher's aide	H. S. Diploma	some college

LIBRARIES

	Minimum	Preferred
Librarian	Masters degree	more graduate school or Ph.D.
Library Associate	College degree	Masters degree
Library Technical Assistant	some college	College degree
Library Clerk, book-mobile driver, circulation desk worker	H. S. Diploma	some college
Library trainee or aide	H. S. Diploma	some college

MUSEUMS

	Minimum	Preferred
Curator	Masters degree	Ph.D.
Museum Associate	College degree	Masters degree
Museum Assistant	some college	College degree
Museum Aide	H. S. Diploma	some college

Figure 1

It is possible to enter any of the three Educational Services families with a high school diploma and advance some. There comes a point, however, when you can not advance any further without meeting certain requirements. If you are interested in any of these families know the requirements and work to meet them.

Career Ladders. It is very important for you to begin deciding where you want to be ten years from now. You should set goals and make plans to reach these goals. Just as there are many roads you can take to get from one city to another, there are many directions you can take in planning a career. You might go straight from high school to college and stay in college until you have a Doctorate and then begin teaching. On the other hand, you might leave high school, become an aide, go to school at night, receive your degree, begin teaching and work on a Masters degree in the summer and continue your education while you're teaching. There is nothing wrong with either plan. Just don't get youself in a position where you cannot move up just because you don't have the formal education.

The following pages are charts or figures that show you what formal education you must have to reach a certain position in relation to the career ladders or staff hierarchies. Look these over and see where you want to go. Good Luck.

79

80

Staff Hierarchy in Education

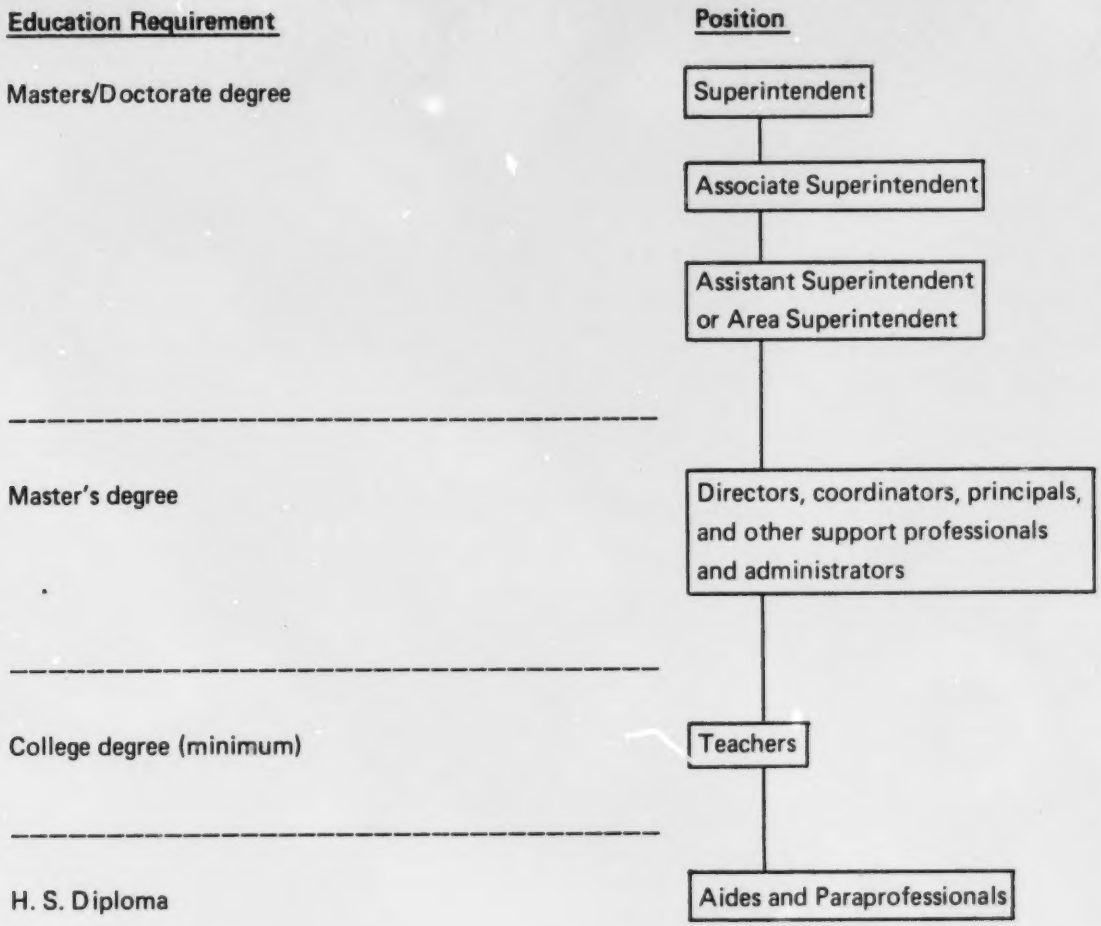


Figure 2

Staff Hierarchy in Libraries

Educational Requirements	Position
Master's degree	Librarian
College	Library Associate
Some college or technical training	Library Technical Assistant
H. S. Diploma	Library Clerk (Book loan, Bookmobile, Branch, Circulation, etc.)
	Library Trainee or Aide

Figure 3

Staff Hierarchy in Museums

Educational Requirements	Position
Master's degree	Curator
College	Museum Associate
Some college (minimum)	Museum Assistant
H. S. Diploma	Museum Aide

Figure 4

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 27

Materials

You will need to have copies of the self-check form. The answer sheet should be readily accessible for student use.

Purpose

This self-check measures a student's basic understanding of requirements as presented in the reading.

Guidance

There are three parts of the self-check. The instructions generally suffice and little teacher direction is required.

Modifications or Extensions

1. Oral responses for students unable to respond.

Do not write on this form.

Objective: I will check my understanding of the educational requirements outlined in the reading.

Materials: The self check form.

ACTIVITY

Part I Instructions: From the list of qualifications below, select the appropriate letter code for each of the positions listed and place in the appropriate blanks.

Qualifications:

a. high school diploma
b. some college
c. college degree minimum
d. masters degree minimum
e. frequently a Ph.D.

Position	Qualifications
1. Museum curator	_____
2. bookmobile driver	_____
3. librarian	_____
4. school librarian	_____
5. associate superintendent	_____
6. curator	_____
7. museum aide	_____
8. principal	_____
9. library technical assistant	_____
10. superintendent	_____

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Part II Instructions: Match the answer in column B with the items in column A. Answers from B may be used more than once.

In order to do this	you
1. Drive a bookmobile	a. need only a high school diploma.
2. If a teacher goes on to become a principal	b. should have some college or technical school.
3. To be a curator of a good museum, one will find that –	c. must have a college degree
4. In the case of school superintendents –	d. must get a masters degree in addition to a college degree.
5. In checking out books for people who come to the library, you –	e. a masters degree is enough, but a Ph.D. will help
6. To be a librarian you –	
7. Museum assistants –	
8. Teachers –	

Part III Instructions: For each item select one of the following answers:

Y – Yes, this promotion is possible without getting more education.

N – No, this advancement is not possible without going beyond the minimum education required for the old position.

To advance from	Y or N
1. Bookmobile driver to checkout clerk	____
2. Museum aide to curator	____
3. Assistant superintendent to area superintendent	____
4. Attendance aide to teachers aide	____
5. Library technical assistant to librarian	____
6. Teacher's aide to principal	____
7. Teacher's aide to teacher	____
8. Teacher to principal	____

87

88

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 29	
Materials Students need only a copy of the form on page 29 and the information contained in the MOG to complete this activity.	**Purpose** Students completing this activity will be assessing immediate and long range attainment of qualifications for careers in educational services. A secondary purpose is to point out the ways other than formal education in which one can gain work experience.
Guidance Students may wish to discuss their responses with someone in educational services. You might help them arrange to talk with the principal, guidance counselor, other teachers or community people. In order not to overburden any individuals, you might arrange for this or for students to talk with one person. Students can complete this activity without talking to any outside persons. Encourage them to use the information from the filmstrip and Vocational Biographies.	**Modifications or Extensions** 1. Two or three students work together. Have them expand the information by looking up each job in the Occupational Outlook Handbook. 2. Monitor group discussions of the information compiled by individual students. If possible have available lists of volunteer agencies utilizing teenagers in educational services related assignments.

Activity 2 **Do not write on this form.**

Objective: I will assess my current qualifications and compare them with those needed.

Materials: This form and the reading in this MOG.

ACTIVITY

Complete this suggested form by naming and describing at least one job family position or job that interests you at the professional and pre-professional levels. Discuss your results with classmates, instructor and other interested educational services job holders.

	Qualifications Listed in Sources	Qualifications you can meet already	Courses you can take in high school	Volunteer work that gives needed experience
Type of professional position that interests you. 1. _____ 2. _____				
Type of pre-professional position that interests you. 1. _____ 2. _____				

How will I know I've done it correctly? . . . I take it to my teacher for review.

Activity 3a

Do not write on this form.

OPTIONAL EXTRA CREDIT ACTIVITY

Objective: I will use available resources to research job titles.

Materials: Job Card Box – NOTE: If there is no job card for you job title, do the next activity.

ACTIVITY

Before you begin this activity, read through the entire activity so you will know all the things you will be expected to do.

1. Select 2 job titles from your MOG to research.
2. Go to the job card box located on the resource table.
3. Locate the job card for the job you are studying.

Museum Aide

I. Dictionary of Occupational Titles
Pages _____

II. Occupational Outlook Handbook
Pages _____

III. Encyclopedia of Careers
Pages _____

Look up and read the material listed under each of the three large reference books located on the reference table. They will be listed on the card like this:

I. Dictionary of Occupational Titles
II. Occupational Outlook Handbook
III. Encyclopedia of Careers

SUGGESTIONS FOR THE TEACHER

Activity 3a - p. 30

Materials

The student will need to have available the following materials in order to complete this activity. The Dictionary of Occupational Titles, The Occupational Outlook Handbook, The Encyclopedia of Careers, and the Job Card Box. (Activity 3b explains the preparation of job cards.)

Purpose

The preparation and use of job cards has been designed as a research activity which uses available resources to find out about certain job titles.

Guidance

This is a rather lengthy activity. The information which students obtain from the various reference books and other media will be used to answer the questions on page 34 (activity 3c). The steps outlined in this activity guide the student through the process of researching job titles. Students should be instructed to have the job card questions available as they locate references. These questions will serve as an organizer and aid the research process. It will be helpful to the students to have blank paper on which to make notes as they read through the materials.

Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing material with a student who has strengths in these areas. See the section on peer-tutoring for suggestions.

If there is no listing for a particular reference book, that means that there was no reference made to the job in that book.

Now look in the Merit System reference books and locate the job title(s) you are studying.

The Merit System references are listed like this:

IV. Merit System
State

Job title 28305 (reference number)

_____

_____

There may not be a job title listing in each merit system directory (State and County) only the Merit systems listed on the job card are relevant to your job title.

When using the state of Georgia Merit System reference:

1. Look up the job title and note the number code for that job. Example: Museum aide 30712
2. Look up the number code in the number code notebook. This will give you the job description.

Locate the Audio-Visual material listed on the job card. View one film/cassette program and answer the questions (see activity No.). Review the other material.

V. Audio-Visual

EXTRA CREDIT

Go to the library and find the books listed for your job title. Look over the books and select one to the checked out for further study (activity No.).

VI. Card Catalog

Do not write on this form.

Objective: To prepare job cards for the study of an occupation.

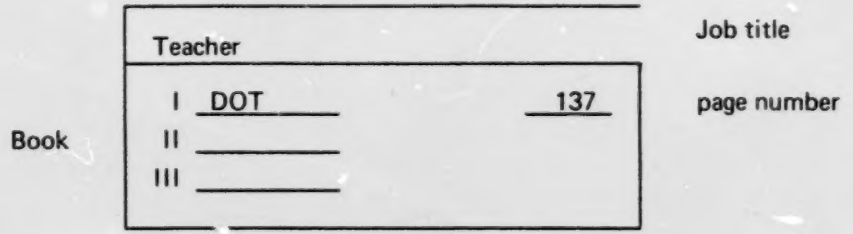
Materials: Blank job cards, the attached instruction sheet.

ACTIVITY

This activity is to be done when there is no job card for your job title. Read through the entire activity so you will know all the things you are expected to do.

Separate Instructions:

1. If there is no job card for the job you are looking for you will need to make a job card.
2. Get some note cards from your teacher.
3. Look up your job title in the following books: 1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Encyclopedia of Careers
4. Write on the note cards the job title and the pages the job title appears on in each book.



5. Look up your job title in the Merit System notebooks (Gwinnett County and DeKalb County are in folders).
6. List the title and the code number for the five (5) Merit Sources (all may not be listed).

99

100

Activity 3b - p. 32

Materials

When there are no researched job cards available for a particular title, the student will be required to prepare job cards. You will want to have plenty of blank job cards available. These are 3 x 5 index cards with the top line color coded to the MOG being studied. The Dictionary of Occupational Titles, The Occupational Outlook Handbook, The Encyclopedia of Careers, and any Audio Visual material available to your program should be placed in your resource files.

Purpose

Students complete this activity when there are no completed job cards for a particular job title. Job card research is an activity which gives students a chance to obtain specific information about jobs which they can't obtain from the MOG and related activities. The basic research and recording of information is a skill which will continue in importance as students continue school and work study experiences in Public Service.

Guidance

You will probably want to go over the instructions yourself for preparing job cards. This will enable you to answer student questions as they research their job titles and record the information. Be sure to inform the school librarian that students will be using the card catalog.

Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing material with a student who has strengths in these areas. See the section on peer-tutoring for suggestions.

IV Merit System	
GA Atlanta Fulton Gwinnett DeKalb	11362

7. Go to the APPS index file or Audio-Visual material. List the material (if any) relevant to your job family. Include films, filmstrips, cassettes, and tape recordings.

V AV Material
1. _____
2. _____
3. _____

8. Check the library card catalog and the APPS library. List the books and there library number on the card.

Working ED. 742

Activity 3c

Do not write on this form.

Objective: To answer questions relating to the job card research.

Materials: Questions

ACTIVITY

Now that you have investigated some job titles, you should be able to answer some questions. Use the information you acquired from the job cards to help you answer the questions. Answer one set of questions for each job title investigated.

Job Card Questions

1. Job title _____
2. Briefly describe what a worker with this job title does.
3. What are the educational requirements or training for this job?
4. What sorts of experience and skill would a worker with this job title require?
5. What is the general salary range for this job title.
6. Is this job title in a growing field, one that will provide many job opportunities? Yes ____ No ____
   Briefly explain your answer.
7. What high school courses (if any) would help you meet the requirements of this job title?
8. Do you think this job will be here ten years from now? Twenty years? What about in the year 2076?
   Briefly explain.
9. Would you like to have this job? Yes ____ No ____
   Briefly explain your answer.

How will I know I've done it correctly? . . . I will have my teacher review my answers.

105

106

SUGGESTIONS FOR THE TEACHER

Activity 3c - p. 34

Materials

The students do not write in the booklet. They will record the answers on a separate copy of the question set.

Purpose

This set of questions is designed to pull together and reinforce some of the essential information pertaining to jobs. Questions 7, 8 and 9 give the student an opportunity to project his or her own attitudes and specific information into the answers.

Guidance

This is not a self-check activity. Students should be allowed and encouraged to use the job card information to complete their answers. Be sure that the students answer one set of questions for each job title researched.

Modifications or Extensions

1. Record the questions on tape, leaving sufficient time for the student response.

2. Allow students experiencing reading or other disabilities which make written question answering difficult to give their answers orally. Either the teacher or another student can record the oral responses.

EDUCATIONAL SERVICES

EMPLOYMENT OPPORTUNITIES

The reading for this section is brief. The major emphasis is on activity experiences leading to actual participation in and observation of educational services work. Students should realize that their area of interest may not have many job opportunities. They should be guided to other similar areas of interest without completely cutting off their enthusiasm for their original choice. A call to the Georgia Association of Educators will put you in touch with a ready source of employment information. It is advisable to have this information on hand as a part of your classroom resources.

EDUCATIONAL SERVICES

Employment Opportunities

Often it is as important to know about the types of jobs and careers that are going to be available as it is to know your own jobs goals. The best thing is when your hopes or goals are in agreement with a favorable outlook for employment in an area of interest. Sources of information about projections by the labor department and other interested groups can be very helpful.

WHERE AM I GOING?

You will be able to request information from at least two sources of information that provide statistics and summaries on the employment outlook in Educational Services job families. You will, also, be able to compare your job goals with the prospect of jobs in your area of interest.

HOW WILL I GET THERE?	HOW WILL I KNOW . . . BY
1. Read the overview.	I will prepare a short statement of my employment goals, comparing it with the outlook for employment in my area of interest.
2. Participate in a field trip to visit job sites in this MOG.	I will complete two field trip forms to prepare for and evaluate the trip.

EMPLOYMENT OPPORTUNITIES

For years there was a serious personnel shortage in the field of educational services throughout the United States. Pre-professional jobs were the result of this shortage. Teachers said they had little time to teach and librarians complained that information was being produced faster than it could be handled. The use of aides was one answer to the problem. It is estimated that over four million people are in jobs in educational services in either para-professional or professional positions.

However, the shortage of personnel seems to have ended, particularly in metropolitan and other highly populated places. It is now more popular to talk of improving selection of staff and choosing the kind of personnel that will meet the educational service needs of the population. In other words, there is no longer the concern of insufficient numbers of workers, but how capable and well prepared are the employment seekers.

Pre-professionals will continue to play an increasingly important role as library helpers or aides, teacher assistants and aides and museum aides. There are many ways that non professionals can assume responsibilities that help professionals do better jobs. Courses have become popular to certify that pre-professionals have completed helpful education.

Employment Outlook. A number of jobs will be open each year even though the overall need will not be as great. When you have four million people employed there will be jobs available from retirement and employee turnover. Turnover has been as much as 10% in the past because teaching, in particular, was a first job after college training for many. After a brief stay many moved on to business, having families, or other interests.

Information Sources. You already have access to The Occupational Outlook Handbook which is generally considered an excellent source to describe the employment opportunities in educational services. State employment services as well as the United States Department of Labor often have single copies of information free. Professional associations in education and libraries also have information that may be available in your classroom library. If not, the National Education Association and the American Library Association should be able to assist you.

The United States Employment Service maintains (through the states) a free employment service in most cities and towns. In addition to finding jobs, these agencies offer job counselling services and other related services. In Georgia, it would be called the "Georgia State Employment Service". It is a part of the United States Department of Labor.

113

114

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 37

Materials

You will need enough copies of each set of field trip questions for each student participating in a field trip.

Purpose

The field trip questions are included to help the teacher select field trips which will best meet the needs of the students participating. The questions also help the students organize their own thoughts concerning things they would like to see on a particular field trip. The field trip evaluation questions provide the teacher with feed-back concerning the students' view of the value of a trip. Additionally, the evaluation questions enable the student to correlate work, work-site and worker observations.

Guidance

Encourage the students to answer all questions as openly as possible. Explain the purposes of these questions to the students.

Modifications or Extensions

116

Objective: I will visit sites at which the MOG being studied can be observed.

Materials: Field trip questions, field trip evaluation form.

ACTIVITY

This activity is in two parts. Part 1 – The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 – The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning, the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? . . . I will turn in the field trip forms to my teacher.

FIELD TRIP QUESTIONS

1. Place to be visited _____

2. I would like to see the following jobs

   _____ _____

   _____ _____

   _____ _____

3. I would like to talk to the following types of workers

   _____ _____ _____

4. I would like to know the following about:

   Salary _____

   Working Conditions (where workers work) _____

   Hours _____

   Educational Requirements _____

   Skills needed _____

   Equipment used (if any) _____

   Job mobility (advancement) _____

   Things I can do now to prepare for this job _____

   What the workers actually do _____

FIELD TRIP EVALUATION

Name _____

Date of Trip _____ Place _____

Special job observed _____

MOG being studied _____

1. In general, did you enjoy the visit? Yes _____ No _____
   If no, explain briefly _____
   _____

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes __ No__
   Why _____
   _____

3. a. What jobs in the Major Occupational Group did you see being performed?
   _____

   b. Which of these jobs, if any, would you like to have?
   _____

   c. What did you find out about the requirements for jobs in the MOG?
   _____

   d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?
   _____
   _____

4. Additional comments about this trip. _____
   _____

5. Write a two paragraph description of a typical day of a worker.

CULMINATING ACTIVITIES

Now that you have finished this packet, you are eligible to observe your current interest at close range. Most observation periods are for approximately one working day. Full instruction are included in your package.

What you must do before you go.

1. Read the instructions designed to prepare you for your visit. (Observation Day)
2. Read all activities scheduled for the day and be certain you understand them.
3. Complete all interview guides to be sure that you understand what each question means.
4. Have your teacher check all activities, such as interview questions, before you leave.

TEACHER CORPS OBSERVATION DAY ACTIVITY

As a student who has expressed an interest in working in Educational Services, you are invited to spend one entire day in an elementary school setting. During that day you will observe a teacher and a classroom of students in their day to day activities. During that day you will complete a series of activities designed to help you make the most of your day. In addition to the activities in the package, you will find a description of what to expect during the day. Please read this carefully! If you have any questions about any of the contents of this package, ask your teacher before you go to your site.

Information on Rules and Conduct

During your stay at the observation site, you will be under the direct supervision of your assigned teacher and the principal of the school. You are to follow their instructions as if they were your classroom teacher at the high school. You should be neat, clean, and conservatively dressed. You are to attract as little attention to yourself as possible. In addition to the above rules, you should simply exercise good judgment and common sense in your conduct. You will find below a list of "do's and don'ts". Use them as the guide for your conduct.

122

123

Culminating Activity

Materials

This culminating activity will take at least one full day in a school to complete. The only materials required are sufficient copies of the observation, interview, and summary forms to complete all parts of the activity.

Purpose

In this activity students are given an opportunity to closely observe the activities of the teacher and other students.

Guidance

One of the most effective ways to obtain co-operation from an elementary school will be to work through your school principal. He will understand the purposes of your program and can help initiate contact with schools for student observations. It will be helpful for you to go to the schools and speak with the faculty to explain the program and what the students will be doing. Later, after observation assignments have been made, you and the students assigned to a particular school should visit the school and the principal and teachers in whose classes observations will take place.

Before any students go to a school, be sure that you review the rules of conduct on page 41

Modifications or Extensions

and any other rules which may apply. Discuss the plans for the day and confirm transportation arrangements.

Go over the observation items of activity one, activity two and activity three. Make sure that the students understand which behaviors to look for. Activity four can be completed after school or while the teacher is not busy with the class. Let the students practice using this interview with you as the interviewee.

Smile	Smoke
Be neat	Wear sloppy clothes
Be attentive	Draw attention to yourself
Be prompt	Be a "know it all"
Be considerate	Discuss individual student personalities with your friends
Be courteous	
Speak up when asked questions	Disrupt any class procedure

ABOVE ALL ELSE REMEMBER! What occurs in the classroom is a private matter between the teacher, student, and the student's family. You are to respect that privacy and not discuss the behavior and actions of individual students in casual conversation with friends or neighbors.

What will happen during the day?

Actually the plan for the day is quite simple. You will arrive at the school at approximately 8:45 a.m., meet the principal and be assigned to your teacher for the day. At that point, you will go through all of the activities of the day with that teacher. At 3:30 you will be picked up and driven home if other transportation has not been arranged.

Activity 1

OBSERVATION OF A CHILD

Select one child and observe him or her for a ten minute period. Use this check list for writing down observations. Select at least one child from one of the categories below. Complete this activity three separate times.

1. A child who is active
2. A child who is quiet
3. A child who does not fit the physical norm.
   (extremely tall, fat, or extremely small)

Age _____ Date _____ Time _____

Place an X in the appropriate column as each behavior is observed. Do not check a behavior you do not observe.

Behavior	Usually	Sometimes	Never
1. Accepts other children			
2. Joins group activities			
3. Smiles or laughs frequently			
4. Is happy			
5. Tries new activities			
6. Speaks naturally			
7. Plans own activities			
8. Takes turns willingly			
9. Shares			
10. Talks to adults			
11. Accepts suggestions			

List 5 to 10 actions you saw this child complete during your observation.

OBSERVATION OF A GROUP OF CHILDREN

This should be completed at least twice during the day. Try to select two different kinds of activities. You might ask your supervising teacher when would be the best time to do this.

Select a small group of children to observe for a ten minute period. Answer the following questions about the children you observed.

Date _____ Kind of Activity _____

Time _____

Number of children observed _____

1. Did all the group behave in the same manner?
2. Describe or list the different kinds of behavior you saw in the group.
3. Did you see any children needing help with activities? If so, what help did they need?
4. Which child was the most independent? Why?
5. Did you see a child snatch a toy or any other item from a friend?
6. What impressed you the most during the time you were observing?
7. Describe the ways you saw children showing affection and friendliness toward the teacher and other children.
8. Did any of the children not follow the directions given by the teacher?
9. Describe any emotions shown such as anger, sadness, fear, affection.

Activity 3

OBSERVATION OF A TEACHER

At stome point during the day, select a ten minute period when your supervising teacher is actively engaged in reading and supervising students and complete part I of this activity. Select another ten minute period and complete part II.

Name of Teacher _____

Date _____ Time _____

Kind of activity being conducted _____

I. Place an X in the appropriate column as each behavior is observed. Do not check a behavior you do not observe.

Behavior	usually	sometimes	never
1. Smiles			
2. Is patient with students			
3. Accepts student suggestions			
4. Allow children to express themselves			
5. Exhibits patience			
6. Reacts well to unexpected behavior			
7. Gives positive answers			
8. Has a friendly manner			
9. Became upset			
10. Spoke harshly to students			

II. During a ten minute period record all the activities in which your supervising teacher is involved.

_____

_____

132

133

Question–

1. What did you learn about teaching school during this activity?

PERSONAL INTERVIEW

To gain more information you have this suggested set of questions to use in a personal interview. Ask for a time of about thirty minutes when it does not interfere with the work of your supervising teacher to complete this activity.

Name _____

Title _____

Place of work _____

Length of workday: from _____ to _____ How many days per week? _____

Night or weekend work? Yes _____ No _____

What is the nature of the after hours work if any? _____

How would you describe the working conditions? _____

Are there workers for whom this person is responsible? (if yes, describe their work and the nature of the interviewee's responsibility.

_____

To whom does the interviewee answer? (Who is his superior or supervisor)? _____

What kind of supervision or independence does he or she experience? _____

_____

What jobs did the interviewee have that helped to gain the present position? _____

What education? _____

What positions can he or she move up to without additional training? _____

What positions could he get with additional education? What sort of additional training? _____

_____

Is it worth it to the interviewee to get the additional training? (i.e. Is there considerably more responsibility, pay, free time, etc. in the next position up?) _____

If the interviewee could not have his or her present job, what would he or she do? _____

Activity 5

SUMMARY ACTIVITY

Once you have completed your days observation you are expected to complete a summary activity. Your activity will consist of the following:

1. Complete the summary questions: Part I and Part II.
2. Make a formal report or activity of one of the following:
   a. arrange for people with similar visits to develop a combined report on
      (1) tape
      (2) panel discussion
      (3) other project developed by group
   b. develop an individual
      (1) visual display
      (2) written summary
      (3) taped presentation

Part I — Summary Questions

1. Do you think you would like to have your interviewee's job? (Why? Why not?) _____

   _____

2. If you had your interviewee's job, what would you do? (keep it, try to move up, etc. — why?) _____

   _____

3. Aside from what the interviewee said, what do you think you would like best and least about the job? _____

   _____

4. Did your interviewee seem to be aware of his or her own career options or did he or she seem more concerned with just staying in his or present job? _____

5. Why was this, do you think? _____

Part I – Summary questions continued

6. The things which I will remember most about the day. (Either a list or paragraph will do, but limit your comments to things which are significant.) _____

_____

7. What things did you see today that would make you want to be a teacher? _____

_____

8. What did you see that would make you decide NOT to be a teacher or para-professional? _____

_____

9. Teaching is working and being closely involved with people. Teachers often are confronted with severe human problems for which they can do little to change or alleviate. Teachers are often confronted with their own failure to do anything which is significant in the area of learning. Given your experience today, what would be your reaction to the above statement?

Part II – Careers in Education

1. What should be the favorite subjects of a student who is considering a career in education?

2. In what subjects should students considering a career in education be doing well?

3. What extra-class and extra-school activities would be helpful in preparing for a career in education?

4. What are the advantages and disadvantages of a career in education? Do the advantages outweigh the disadvantages?

5. Would women have a more difficult time in job opportunities? advancement?

6. What impact would a career in education have on one's daily life (e.g., salary, work schedules, vacation, etc.)?

7. Is education a "9-to-5" job? Or do you have to devote a lot of your own time outside the classroom?

8. Is education a good career for a woman with a family? Why? Why not?

9. What other occupations related to a career in education might attract someone with interests, aptitudes, values,and needs similar to those that are important for this occupation?

10. Can a teacher/administrator work anywhere in the country? Would it be easy to move from district to district, city to city, state to state? Would it be better to work in the same school district for several years?

11. What is the employment outlook? Are job opportunities growing in certain areas of education, such as day care centers and vocational schools, while declining in other areas, such as private schools?

12. Would the training you receive in education be helpful in other careers? Which ones?

13. Would an ex-newspaperman make a good teacher of journalism? Would an ex-actor be a good drama coach? Would work experience in the subject area be helpful to a teacher?

EDUCATIONAL SERVICES

Answer Key

Self-Check p. 6

I	1.	H	6.
F	2.	C	7.
D	3.	A	8.
E	4.	B	9.
K	5.	J	10.
G	11.		

Self-Check p. 15

1. elementary
2. college
3. secondary
4. aides or paraprofessionals
5. paraprofessional
6. false
7. false
8. elementary or primary
9. record keeping housekeeping materials
10. catalog material check out books
11. E
12. (a) 1 (d) 2 (g) 2
    (b) 2 (e) 2
    (c) 1 (f) 2

EDUCATIONAL SERVICES

Answer Key

Part II

1. (a) Housekeeping: obtain supplies, clean up room, pass out supplies.

   (b) Clerical: take attendance, assist in office, filing and sorting.

   (c) Instructional assistance: tutoring, supervise study hall, assist in a lesson.

2. (a) Education

   (b) Libraries

   (c) Museums

Self-Check p. 27

I.			II.			III.		
1.	e	6. e	1.	a	5. a	1.	y	5. n
2.	a	7. a	2.	d	6. d	2.	n	6. n
3.	d	8. d	3.	e	7. b	3.	y	7. n
4.	d	9. c	4.	e	8. c	4.	y	8. n
5.	d	10. e						